

**Para Todos
Facilitator Guide
DVD 1—Chapter 4
Community**

Dear Facilitators:

The purpose of this chapter is to provide information about the importance of community involvement in our children's lives. Positive community influences can help our children stay away from alcohol, tobacco, or illicit drugs.

Chapter Goals:

1. Teach parents about the benefits and increased protective factors enjoyed by families who participate in community organizations, including faith communities.
2. Encourage parents to join community organizations or clubs.
3. Promote the participation of our youth in community groups.

Suggestions for Guest Speakers:

To enrich the session, the facilitator could invite the following experts:

- | | |
|-----------------------------------|-------------------------------|
| • Community center representative | • Director of a senior center |
| • Social worker | • Business owner |
| • Youth leader | • Police officer. |

VIDEO, PART I

Main Concepts:

The following concepts are presented in the first section:

1. It is important to familiarize ourselves with available community resources and to be aware of the wide range of services they offer. Together, these services form a support network that benefits parents as well as the whole family.
2. These organizations offer free or low-cost services that are open to everyone, regardless of immigration status.
3. Participation in community activities, including activities that build cultural pride, helps children develop a positive sense of identity and helps prevent them from becoming involved in high-risk activities.

Dramatization: Mi Barrio

In this dramatization, we meet a father who does not want to go to the community center where his son is a member. He makes up excuses to avoid going. The son, on the other hand, is feeling frustrated that his father never goes to any of the meetings at the center. To make matters worse, the other kids make fun of him because of this. The mother encourages the father to go to the community center and support his son. We see how involvement in our kids' activities can strengthen family ties and promote open communication between parent and child.

PAUSE FOR DISCUSSION #8

Participants respond to the following questions:

- How can we get more involved in our community?
- What types of services do community centers offer our families?
- What prevents families from participating in community activities?
- How can we encourage more families to participate?

VIDEO, PART II

Main Concepts:

The following concepts are presented in this section:

1. The importance of community groups and clubs that promote healthy activities, reinforce positive behavior, and improve communication among family members.
2. Young people who participate in community activities are less likely to become involved in high-risk activities. For example, a rodeo cowboy in New Mexico teaches troubled youth discipline and responsibility.

PAUSE FOR DISCUSSION #9

- What did you think of the cowboy's story?
- Why do you think parents send their troubled teens to the dude ranch?
- What can we learn from his efforts that will benefit our lives, families, and communities?

Optional Activities

Next, we offer suggestions for group activities that are not included in the video. If you would like to tell us how the activity worked with your group, or suggest ideas for additional activities, please contact us at webmaster@hablemos.samhsa.gov.

ACTIVITY #1: What Are Some of the Organizations in Our Community?

Goal: To learn about local community organizations.

- **Divide** the participants into two or three groups.
- **Ask** the participants to make a list of all local community organizations in their area.
- **Ask** the following questions:
 - Are you involved with any of the above-mentioned groups?
 - What benefits are available through these groups?
 - If you are not involved in any community groups, why not? (what are the barriers?)
 - How can we overcome these barriers and get involved in these organizations?
- **Ask** one or two representatives from each group to present the group's conclusions.

Note to facilitator—Provide a list of easily accessible local resources. Ideally, the list should include addresses, telephone numbers, hours of operation, and most importantly, whether Spanish-language services are available.

ACTIVITY #2: Get to Know the Protective Factors

Goal: To increase our knowledge of protective factors in the community.

- **Explain** that when we become involved in our community, there is an increase in factors that protect our children from substance use, and a decrease in risk factors that may lead to alcohol, tobacco, and drug use.
- **Ask** the participants: How can our involvement help our children?
- **Make a list** of ideas for getting involved in community programs and our children's lives. Remember, all ideas are important.
- **Divide** the list into categories such as: individual, family, school, and community level.

The following are examples of the benefits of participating in community organizations:

Individual

- To help young people acquire healthy habits that will help them in their daily lives and in the future.
- To establish positive friendships with other members of the community.
- To facilitate the cultural adaptation process among recent immigrants.

Family

- To develop and improve parenting skills.
- To acquire support services for the whole family.

School

- To acquire academic support services.

Community

- To positively impact our community and reinforce cultural values.

ACTIVITY: #3: Recognize Community Risks

Goal: To increase our awareness of risk factors in our community.

- Explain that:
 - Risk factors exist among all groups, no matter what race or culture.
 - There are risk factors that can help us predict different behavior problems.
 - The more risk factors, the more need for concern.
 - An increase in protective factors helps reduce risk.

- **Explain** that children are at greater risk when they:
 - Believe rules do not apply to them.
 - Do not feel they can succeed in life (alienation and rebellion).
 - Have friends with behavior problems, including: delinquency; alcohol, tobacco, or illicit drug use; violent behavior; sexually active at an early age; and school drop out.
 - Start accepting behavior they would not normally have accepted, especially upon entering middle school.
 - The earlier the behavior problems start, the greater the risk.
 - Have behavior problems due to a physical or mental disability.

- **Ask** the participants: What are the risk factors among our families?

Here are some suggested responses:

1. Families with a history of behavior problems, including alcohol, tobacco, and/or illicit drug use.
2. Low levels of parental supervision and/or monitoring, and trouble managing family issues.
3. Conflict among caregivers or between caregivers and the children.
4. Favorable parental attitudes towards the use of alcohol, tobacco, and illicit drugs, especially if a parent uses these substances.

- **Ask** the participants: What are the risk factors in our schools?

Here are some suggested responses:

1. Increasingly serious behavior problems in school, beginning at an early age.

2. High rate of academic failure among students and/or a school that doesn't meet their needs.
 3. Negative attitudes towards school, attendance, and learning.
- **Ask** the participants: What are the risk factors in our community?

Here are some suggested responses:

1. Conflicting attitudes within the community regarding the consumption of alcohol, tobacco, and illicit drugs.
2. Effects of a transient community, with large numbers of people coming and going.
3. Lack of closeness or “community feeling” among neighbors.
4. High crime rate in the community or neighborhood.